

Teachers' Perspectives towards Use of Technology: The Case of Geogebra in Teaching Mathematics in Kenya

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Abstract

This study looks at GeoGebra as a type of technology and assesses teachers' perspectives towards training and use of GeoGebra as a tool to enhance learning of mathematics. This paper is reporting the findings of a larger study that was conducted in Kajiado County in Kenya on GeoGebra use in teaching Secondary School Mathematics. The study sought to relate teachers' perceptions towards uptake of technology and the actual uptake of technology as indicated by the Diffusion Innovation Model. The findings after training sessions with the mathematics teachers showed that the mathematics teachers were willing to use GeoGebra in their classes. The teachers said that among all topics, they felt that Geometry was the most complicated to teach and that GeoGebra was a welcome solution to this problem. Teachers' responses indicated that GeoGebra is useful for teaching and learning Mathematics and that it would help learners grasp concepts in Geometry.

Keywords: GeoGebra, Geometry, technology, Secondary Mathematics

Full text: <https://ir-library.ku.ac.ke/handle/123456789/18332>